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ABSTRACT

This bibliography is presented as a reference point to anyone interested in the alternative education phenomenon. The authors' intent has been to identify and collect studies utilizing a wide variety of strategies and instruments in their data collection and analysis. The selected studies concentrate on multiple sites/multiple groups and include both quantitative and qualitative data. The bibliography also identifies as many doctoral dissertations as possible that fit the selection criteria. (MD)

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A SELECTED BIBLIOGRAPHY OF RECENT RESEARCH AND TRENDS IN EVALUATING ALTERNATIVE EDUCATION :1975-1983

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THE "WHAT & WHY"

All of us with any degree of involvement in a "movement" will, at some point (usually corresponding with our degree of commitment), see the need for a strong research base. It can provide a framework for our pipe dreams, mooring for our pies in the sky, and a foundation for our castles in the sand. In time (and with enough honesty and luck!), it will come to serve as the integral basis for critical analysis.

Although its contemporary history spans little more than a generation, the alternative education "movement" would "appear to be alive and well"(Raywid, 1983:684). We would extend this observation by suggesting that the "movement" is becoming a major force within the structure of America's public schools. These feelings are based upon our awareness of the sorts of people who have dedicated themselves to sustained involvement for and within the "movement" as well as our limited examination of the plethora of research surrounding the notion of options in public education. These writings suggest a more thorough and substantial research base than many have previously suspected.

John Goodlad has said that we who believe in this "movement" and its related notions (e.g. choice) have spoken with "excessive rhetoric", while others have noted that "the participants in the movement appear to have somehow neglected the codification of their accumulated wisdom"(Lieberman and Griffin, 1977:19). The degree to which these observations are presently true is debatable. In joining the debate, we have attempted to identify and collect studies which have utilized a rather wide variety of strategies and instruments in their data collection and analysis, some of which have been created specifically for their use within alternative educational environments. All of the following citations pertain to research concerning alternative education. Our hope in collecting these

works is that they can and will be useful as a reference point to anyone with a sincere interest in the alternative education phenomenon.

In an effort to control size, the collection is limited to the years 1975-early 1983. We decided to exclude single-school/program studies as well as "internal" research, choosing instead those studies which looked at multiple sites/multiple groups. Several have utilized alternative as well as conventional environments within their research designs. Representing work from most of compulsory schooling's grade levels, the studies include both qualitative and quantitative data.

We found that in order to further limit the parameters of this bibliography, it was necessary for us *not* to follow some of the "movement's" more popular trails. We therefore have included virtually none of the growing literature dealing specifically with magnet schools, open learning, community schools, and numerous other areas which would seem to merit bibliographic collections of their own.

A final word regarding the sorts of information we sought: we have tried to identify as many doctoral dissertations as possible which seemed to fit within our established boundries. Despite their limitations, we believe that the large number of dissertations being written about alternative education (and there are a great many) further testifies to the wellness and expansion of the movement.

THE "HOW"

With the help of several kind and able librarians from the University of Texas' Perry-Castaneda Library, we conducted searches of the following data bases: ERIC; GPO; PAIS; Dissertation Abstracts; Psychological Abstracts; and Sociological Abstracts.

While the searches turned up the bulk of what follows, our personal involvement/interest in the "movement" provided sources which, for one reason or another, did not surface "formally"(e.g. articles published in *Changing Schools*; sourced gleaned from the Alternative School Teacher Education Program's bibliography; the current Encyclopedia of Educational Research piece).

Because of the nature of our search procedures, books, as such, were a rare find. Those few which have been included come mostly from our awareness of the literature, and would seem to address research or to be largely research-based expositions.

It is important that a further limitation be noted: we have made no efforts to search the resource/reference listings of the writings contained in this bibliography for additional citations. That sort of intensive investigation is better left to those who desire a much more complete analysis.

Our search produced literally hundreds of citations. All titles were screened separately by the two of us in an effort to identify writings which described multiple site or multiple group studies, and only those titles which were mutually agreed upon were selected. We then read each of those abstracts and excluded more pieces. Once a final list had been constructed, the most "questionable" writings were read in their entirety

and, although interesting, many did not make the "final cut".

In our attempt to provide the alternative education community with an assemblage of recent research documents, we admit to all of the standard shortcomings (e.g. lack of money, not enough time, human ignorance, etc.). Nevertheless, we feel that this bibliography can certainly benefit others as much as it has benefitted us already. We are grateful to have had the opportunity to participate in this year's conference and would like to thank those folks at the Graduate School at U.T. and the Department of Curriculum & Instruction for the support they provided.

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